

The Teachers College

JUL 30 1941

Librarian
University of Michigan
Ann Arbor, Michigan

JOURNAL



VOLUME XII

JULY, 1941

NUMBER 6

Indiana State Teachers College

Terre Haute, Indiana

THE TEACHERS COLLEGE JOURNAL

Volume XII

JULY, 1941

Number 6

CONTENTS

Curtains for the Last Day A. L. Crabb	Page 117
Ideals and Actions for the College Graduate Ralph N. Tirey	Page 120
Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College David F. Johnson, Charles Roll, and Harry E. Elder	Page 121
Abstracts of Unpublished Masters' Theses, 1940-1941	Page 122
Index of Authors, Volume XII	Page 134
Index of Titles, Volume XII	Page 135

THE JULY COVER

The college has just completed a lodge on its farm at Allendale. The July cover shows a view from the front porch of the lodge toward a woods and over an area which will be made into a garden containing specimen plants from throughout the middle west.

RALPH N. TIREY, PRESIDENT

J. R. SHANNON, EDITOR

EDITORIAL BOARD

FLORISE HUNSUCKER

JOHN F. SEMBOWER

VICTOR C. MILLER

J. E. GRINNELL

J. C. TRANBARGER

Published bi-monthly by the Indiana State Teachers College, Terre Haute, Indiana.

Entered as second-class matter October 5, 1931, at the post office at Terre Haute, Indiana, under the act of August 24, 1912.



Curtains for The Last Day

A. L. Crabb

Dr. Crabb, who is professor of education at George Peabody College for Teachers and editor of *The Peabody Journal of Education*, read this paper as his commencement address at Indiana State Teachers College in June, 1941. It has been published earlier in *National Parent-Teacher*.

You have never heard of Miss Meta Lucas, but that doesn't matter in the least. You will remember, I think, rather clearly her local equivalent. She was the teacher who gave me the happiest school experience of my childhood, indeed of my life. She was at one time the teacher at Plum Springs, a Kentucky rural school, in fact, one of the ruralest schools of all my acquaintance. It was in Plum Springs that my parents had invested most of their hopes for my future. I don't recall that I was investing heavily in hope then, though maybe I was. I am, however, quite baffled when I attempt in the high-flung current phrase of my kind, "to evaluate" my experiences at Plum Springs. I can't discover much that I learned there. For instance, I did not learn to read there. I think I would read just as well if I had never spent a day in Plum Springs. I didn't learn to spell there. That came later. If I learned the fine art of penmanship there, then all of the formulations of the psychologists of a later day are at naught. The integrity and vitality of an English sentence were revealed to me later, if at all. About all that it seems to me now that I did learn there were some of the fundamental drills and manipulations of arithmetic. But I am glad I went to school at Plum Springs. Please don't ask me to make out a convincing case for that gladness. Perhaps that curious person, the realist, would insist that I shouldn't be glad at all, but that far nobler person, the romanticist, would.

One of the teachers at Plum Springs was Mr. Hackney, a crippled man whose crutches often beat a

sharp staccato upon the floor as he moved swiftly towards an offender. For Mr. Hackney's forte was discipline. If you didn't carve the benches, or mark on the walls, or didn't cause unseemly noise to rise upon the cloistered calm, and if you did memorize the answers, you were admitted to Mr. Hackney's favor. Mr. Hackney demanded "order" first and memory second. I memorized all of the useless things that one lifetime is entitled to at Mr. Hackney's school, but with odd perversity, I remember Mr. Hackney with affection. Then, there was Mr. Stone, who later quit teaching and made a success in the grocery business. Mr. Stone talked almost continuously in the schoolroom but at recess he played with the boys with the same vigor with which he talked at other periods. My memories of Mr. Stone are pleasant ones. I now come to Miss Meta Lucas. Somehow I seem to have forgotten everything about the session that Miss Lucas taught—that is, all except those Friday afternoons when we "said pieces," and the memorable program that closed the term that blaze of glory with which we lighted Miss Lucas' school into the archives of memory. So, gather around me, all you Progressives, and Essentialists, and Middle-of-the-Roaders, alike. I'd like to tell the story, and there is a fair chance that many of you will find something in it pleasantly reminiscent.

It was Annchester Drake who started it by characteristically diverting a question asked by Miss Lucas in one of the recitations—I do not remember what—by inquiring of Miss Lucas if we couldn't get up a program to be given the afternoon or evening of the last day. Characteristically, Miss Lucas was diverted from her question and to the proposal. She said, however, that we would have to get the consent of Mr. Miller, the trustee.

You will see clearly then that that automatically included Fred, the trustee's only son, as one of the stel-

lar members of the caste. You also will see readily, then, that there was no difficulty involved in securing Mr. Miller's consent.

The "last day" was but three weeks off and the growing magnitude and significance of the program was dawning hourly upon us. It was all we talked about, and our minds were upon it during recitations. The need of haste was imperative if the "program" was to be as good as Miss Lucas and Annchester Drake said it would be. For several days, however, we milled about in a state of inspired confusion. But Miss Lucas arose to the emergency. On Monday morning she stated that preparation upon the program would begin at once. Frank Spalding and Oscar Keller would build the stage. Annchester Drake would be in charge of costumes and make-up. I would prepare curtains for the stage. Curtains! I gasped and swallowed. Curtains! Jess Stone and Rose Vernon would direct decorations. The others would recite, sing, or engage in the drama. They would meet that afternoon to assign parts, at least tentatively. She had in her hands a bundle of poetic and dramatic and musical literature. She presumably had been busy during the week end. She knew, she said, that, of course, each one of us would do his duty. She must have caught a look at my face then. I would do the curtains, wouldn't I? I gurgled and said "yes'm." And so by gurgles and yes'ns are affairs of destiny often settled.

Now, why Miss Lucas assigned curtains to me I have never known. I had no mechanical ability. As good guess as any is that I had less ability where participation would do more harm. The only idea I had to begin with was to get a wire strung across the front of the stage upon which to hang the curtain. My father gave me the wire and I cut it with an ample margin and took it to school and nailed it in place with common nails. I knew it wouldn't do even before I looked at it. The wire sagged and was filled with kinks. It wouldn't do, and I took it down quickly. But what would I do? Then memory came to

my aid. The patrons of the store across the road mostly came on horseback, and rings anchored to great screws driven into trees had been provided for hitching. One of the trees had rotted but the hitching ring was still there. I asked the storekeeper for it. What did I want it for? I told him so eloquently that he gave me two. The school day was over and the children had gone home. I got those rings in place and fixed one end of the wire firmly into one. Then I threaded the wire through the other ring and pulled and tugged with all my young might and twisted the end around the main strand as firmly as I could. Then I stepped back and looked at it. It wouldn't do. Miss Lucas had just come in. She surveyed the wire. No, it wouldn't do. I became a prowler, looking everywhere for something that would do. I found my gadget at a deserted sawmill camp. It was a small drum equipped with a ratchet which had been used for tightening guy wires. Columbus never had a greater thrill when he found what he was looking for most. The drum was mounted on thick oak, so thick and tough that I knew I needed help to place it securely in proper position. I solicited the assistance of Mr. Gray, the blacksmith. So urgent was my plea that he stopped shoeing a mule and came across to the school.

"How much do I owe you?" I asked when he had finished, rattling wistfully a few small coins in my pocket, though really I knew I was playing safe. Mr. Gray was that sort of a man.

"If you put on a good show, nothing," he said, "but if you don't, you owe me a right smart."

Feverishly, I clipped the end of the wire in place, and using an iron poker as a lever began to turn the drum. The wire grew taut and straightened until all of my tugging and straining wouldn't yield another click of the ratchet. It would do. My first hurdle was conquered. I had won perhaps my first great moral victory.

My mother, at first, didn't want me to take her bed sheets for curtains, but the fervid eloquence which had

torn down the defenses of the storekeeper and blacksmith worked again, and the next morning I took a fair division of our sheets to school with me. I pinned the sheets together, then swung them tentatively on the wire. They wouldn't do. That much was plain. They simply wouldn't do. Their whiteness gave a drab and ghostly appearance. They wouldn't do. We needed more color. Besides, Frank and Oscar's stage was beginning to look like something that those sheets didn't fit into. So, I carried the sheets back home. I tried quilts, but they were too heavy. I tried canvas salvaged from last spring's tobacco beds, but it was soiled and sleazy. It wouldn't do. But what would? Day and night, day and night that ran through my head—what would? One morning, in despair I decided to quit the whole business, but when I got to school Miss Lucas was explaining my wonderful wire stretching equipment to Mr. Miller, the trustee. It seemed that what I had done was simply marvelous. No, I wouldn't quit. But I had just as well for all I accomplished that day. I knew the next morning that something had to be done during the day. Although it was Saturday, I got to the schoolhouse early. I had two dollars which I had saved for Christmas. The storekeeper across the road had some gorgeous material of which two dollars would doubtless buy a lot. Still, there was the unwritten law that nobody should spend anything in the development of such programs. To spend money even if one had it admitted that his ingenuity wasn't adequate. But I had to have those curtains, unwritten law or no law, Christmas or no Christmas. That morning, with a handful of change totaling slightly above two dollars, I went to the store. The merchant was busy with a customer. And he was showing her a bolt of flowered muslin. One look and I knew that of such were my ideal curtains. My hand in my pocket gave a farewell caress to my Christmas money.

"I think this is mighty purty," the storekeeper was saying, "and folks is buying a right smart of it. I sold

Fannie Arbuckle a whole bolt yesterday. She's going to use it for quilt lining. She bought enough to make a lot of quilts . . ."

Fannie Arbuckle! My Aunt! She lived a mile away. Did you ever hear of Glenn Cunningham or Nurni? Tortoises, I tell you!

"Aunt Fannie," I gasped, I was breathless from running. "I want you to lend me that goods you got for the quilts. I want it for my curtains." Aunt was a tranquil person who refused to become flustered even by an insane nephew. She heard my eloquence through.

"I think I've got plenty for your curtains, but I bought it for quilts. I'm afraid you'd ruin it."

"Aunt Fannie, you've just got to lend it to me. We won't hurt it at all. And, Aunt Fannie, I'll get reserved seats for you and Uncle Joe on the front row. You just must let me have it."

She did. She did more than that. She went with me to the schoolhouse and expertly basted it into two curtains of the right dimensions. She fitted them over the wire so that they would open and close smoothly, and late in the afternoon she left with a final admonition to me to keep her flowered muslin clean and untorn.

That was on Saturday and Aunt Fannie and I had worked alone. Miss Lucas roomed nearby, and when Aunt Fannie had gone home I ran for Miss Lucas. She looked the curtains over and I knew that they would do. That week end was a period of unalloyed bliss, not a cloud in the sky. Sunday afternoon I spent two hours looking through the windows—the building, of course, was locked—at the curtains. My curtains.

But Monday, a cloud grew on the sky. At noon I had two of the smaller boys working the curtains (I had required of them first that their hands be scrubbed—and *with soap*). They were literally swollen with pride in their work, but they made too much noise clumping across the stage, and finally one of them stumbled and fell most grotesquely. Luckily, he turned the curtain loose and didn't tear it.

but I knew then that it wouldn't do. I told the boys that we'd have to try some other way, which made them look so miserable that I promised them important positions in the curtain department in whatever case. After which, life for them was good. They stuck to me closer than brothers, and esteemed it priceless to fetch me a drink of water.

I had curtains now, and although they were beautiful, they were lifeless. If I could only imbue them with appropriate mobility. It should be borne in mind that then I had never seen a stage equipped with permanent curtains. We had always put ours up for the program and then taken them down the next day. I had never seen a curtain rise. Always they had been opened horizontally. The possibility of lifting the curtains never once occurred to me.

The first dim flickering of an idea came to me. I think, from a pulley used in lifting water from a well. I awakened that night with a jerk. Rain was falling steadily on the roof, but my mind was in immediate focus. The rain would help our well, which was getting low. We lifted water out of the well by a pulley. Pulleys! If a well bucket could be hoisted by means of a pulley, couldn't one be used to open curtains? But I didn't have a pulley. I'd have to make one. Any small wheel with a double flange would do. Then, as the rain pattered monotonously on the roof, it came to me. A spool! I knew where mother kept her empty spools and in the darkness I tiptoed to the cupboard and rummaged in the spool box. I took a half dozen of the largest and tiptoed back to bed. Outside, it rained steadily. Inside, it was clearing.

I think now that some of the best thinking I ever did directed the arrangement of those spools into a system of pulleys for the proper control of the curtains. Mr. Gray, the blacksmith helped me, and under my enthusiasm and his mechanical skill the thing grew into a veritable marvel. I could stand in the wings, pull a cord and the curtains opened simply and with dignity. I pulled an-

other cord and they closed. Miss Lucas watched the performance with shining eyes. It would do. A trivial matter, you say? Your mistake. That wire, that flowered muslin, and those spools, compounded into triumph not often reached, a triumph whose buoyancy I can still feel, a triumph that lifted one to the stars.

Came the great night, and the countryside descended upon the Plum Springs school. I stood at the controls over by the right wall. My two assistants in the Curtain Department were with me. I had promised to let each one pull once, and they were goggle-eyed with anticipation. I peered through a peep hole. The house was jammed, and the space around the walls was thick with those standing. In the front row sat Aunt Fannie and Uncle Joe and my mother.

Seven-thirty. A rattle of applause. Miss Meta Lucas looked at me and nodded her head. I had disciplined myself in opening and closing those curtains. Too fast, and the effect was spoiled. Not too fast; hold them down; pull slowly. Miss Lucas nodded again. Then those curtains opened. Slowly, majestically, and of themselves. No clumping steps and half concealed figures marched across the stage with their opening folds. Silently (Mr. Gray knew how to lubricate spool pulleys) mystically those curtains swung open. Old Man Mike Elkin, sitting close up, saw a miracle happen—curtains open of their own volition.

"Jee-ru-sa-lem!" he said, and he was very audible, "who done that?" And at that the crowd went into hysterics. When they quieted down Barkus Gray came from out the opposite wing and welcomed the audience, and when he had finished those flowered muslin curtains flowed silently together with the majesty of a great spiritual consciousness.

It may seem to you that I have boasted shamelessly; that I have enlarged a minor episode out of all true value. I don't think so. At least, I have told you the true story of the happiest experience I ever had in school, and, I think, good friends—

Progressives, Essentialists, and Middle-of-the Roaders, alike—the most valuable. It was so because in it I became a creator; because in it I linked myself to the whole order of creation; because then, for the first time, I awoke to the consciousness of my own power. I know, of course, that what I have told you bears an unmistakable Alger flavor. And for the flavor, I do not apologize. There was chance, to be sure, in my finding the drum and ratchet, or in my aunt's supply of flowered muslin. Call it chance if you will, but this world affords infinite resources for those whose purposes are strong and whose senses are alert.

I say "my most valuable school experience" deliberately—and I have had many valuable school experiences. I say it because something entered into me then that perhaps was not there before but which since has been a guiding principle.

No, I did not gain much in mechanical efficiency. My hands remain clumsy and futile, regrettably so. But not once since have I quit an assignment incomplete. Sometimes I have not done it well, but I have done it. I finished those curtains and they remain a constant and stinging challenge, and whenever the temptation to relax lifts its ugly head, the radiance and glow of those curtains come across the years to warm me to my task.

That was a long time ago. Mr. Hackney and Mr. Stone and Miss Lucas have been dead for many years. Mr. Gray, too, has passed on and his shop has crumbled into decay. The storekeeper has gone, and his store is as one with Nineveh and Tyre. But the schoolhouse still stands, although the hand of time rests heavily upon it. Time, however, has not touched with dullness the memory of the brightness of Miss Lucas' eyes in approval of my curtains, not softened into silence that hoarse and surprised inquiry:

"Jee-ru-sa-lem! Who done that?"

And whenever it is asked a still small but exultant voice from within me answers:

"I did."

Ideals And Actions for The College Graduate

Ralph N. Tirey

President Tirey's remarks to the graduating class of Indiana State Teachers College at the annual commencement in June, 1941, were so appropriate and impressive, and so well received by the class, that they are made to follow the commencement address in this issue of the Journal just as they did in the commencement program.

A thrill of satisfaction, a sense of achievement, is the reward that comes to one upon the successful completion of a worthy task. Today you are finishing an undertaking that has required four of the precious years of youth. Thus far well and good your time has been spent in the best possible way. But what of the morrow? What is the next task that is beckoning to each of you? Is it the cry of children calling you to guide their wavering footsteps safely upon the high roads of life? Is it the business house or factory that is dependent upon the college-educated youth? Is it mother earth pleading with her young men and women to bring science and technology to her aid in her frantic effort to supply more food, clothing, and shelter for the teeming millions? Is it the home and church that is languishing for want of intelligent, loving, and devoted youth dedicated to the perpetuation and betterment of the race? Or is it downtrodden humanity waiting for you to unloosen the chains of greed, tyranny, and slavery from its aching wrists?

Perhaps it is all of these—and more! It appears that the task of your generation is heavier and more dif-

ficult than it has been for centuries. But do not be dismayed! Hard work, and unwavering faith will still remove mountains. It is true that at this moment dark clouds of despair are casting heavy shadows over a large portion of the earth. It appears that "right is on the scaffold, and wrong is on the throne." But there are still Latimers burning at the stake in Oxford Square, who are saying, "Be of good comfort, Master Ridley, and play the man. We shall this day light such a candle, by God's grace, in England, as I trust shall never be put out." That candle is still burning, but it is burning low in England, in France, in Holland, Belgium, and other countries. It seems to have gone entirely out in Germany, Italy, and Russia. In our beloved America, the home of free men and women, it is burning bright, but even here many winds are threatening to extinguish it.

O'er hill and vale this morning the call comes clear and strong for the best that all of us can give to destroy those winds before they grow to the proportion of tornadoes and cyclones.

You are asking me in your hearts, each of you, what is my task? What can I do?

There are two things each of you can do. You can and must bring all of the intelligence at your command to bear upon the problems of life that face you. Man must learn to apply intelligence in attacking all of the problems of life and particularly the problems involving human relations. If he doesn't, he is still an animal, and not a man. Too long he has been a creature of prejudice, hates, vengeance, and anger! He must use his in-

telligence that has been acquired at such endless sacrifice, or be destroyed by it! That seems as clear as the noonday sun!

But you are saying, "Yes, that is all true. We know that there is sufficient intelligence, knowledge, and wisdom in the world to save civilization and start it well on its way to the 'kingdom on earth.' Yes, we know that man must rely upon his ability to think and reason, rather than upon his lower emotions. But is there not a need to temper thinking with feeling?" Yes, you are right, and that leads me to the second thing you can do.

You can go about your task, whatever it may be, with the spirit of unselfishness and altruism. You can direct the application of your intelligence by the motive power of goodwill, and helpfulness. You can teach children not for \$125 per month, but because you are eager to see them grow and flower into intelligent, loving human beings. You can be a friend to your fellows and neighbors not because they may help you in return but because of the satisfaction that comes as a result of an act of helpfulness.

I am talking about a thing of the spirit. Some call it charity. Others call it Christianity. Still others call it the spirit of brotherhood. By whatever name you call it, it is the mark of a good man or woman. If this spirit prevailed today among the peoples of all nations, the bombs and torpedoes would cease their ruthless devastation of life and property.

Then what can you and countless other college graduates do? You can meet all the situations of life with all the intelligence at your command. In dealing with others you can manifest the spirit of human brotherhood. If you do these things, the four years spent in college have not been spent in vain. Intelligence and goodness will overcome the evils of the world. "One wise man's verdict outweighs all the fools." One good man's deeds outweigh the evil deeds of a hundred.

The Teachers College Journal

Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College

David F. Johnson, Charles Roll, Harry E. Elder

This code of professional ethics for Indiana State Teachers College grew out of a felt need for some specific formulation. Realizing, with Paul, that "the law is not made for the righteous man, but for the ungodly and sinners," the faculty nevertheless wanted something toward which they could direct the attention of erring brethren, and toward which they themselves could look in times of doubt.

During the school year of 1939-1940 a misguided and inexperienced instructor was alleged to have imparted confidential and official information to students. Thereupon, the Faculty Advisory Committee appointed a committee on professional ethics to prepare a report for the consideration of the entire faculty. The report published herewith was presented by the committee in a general faculty meeting on April 15, 1941, and unanimously adopted.

—THE EDITOR

For convenience, the suggested principles of professional ethics have been divided into the following four groups:

- (I) Relations of the faculty to the students.
- (II) Relations of the teacher to his colleagues and his profession.
- (III) Relations of the faculty and the administration.
- (IV) Relations of the teacher and the non-academic world.

Realizing that the principles of professional ethics are largely, if not entirely, taken for granted, and that a code in itself does not necessarily remedy any existing evils, the com-

mittee nevertheless felt it worthwhile to enumerate those principles which would most likely apply to our institution. Also, realizing that the administration of a code is a separate problem from the formulation of the principles, the committee has taken the liberty to suggest possible remedies for certain situations. These suggestions are not to be interpreted as part of the code and are included at the end of the group to which they have reference.

I. Relation of the faculty to the students

1. The classroom is not the proper place for religious, political or personal propaganda. Therefore, the teacher should avoid controversies upon matters of a subversive or anti-social nature, partisan politics, religious or personal problems—which might be detrimental to the profession or the institution. This would not imply, however, that such problems could not be intelligently discussed in the classroom.

2. The teacher should be honest, impartial, and just in instructional matters with students.

Therefore the teacher should:

- (a) Strive for unprejudiced and timely appraisal of all student work.
- (b) Permit students the right of review of work and grades given.
- (c) Strive for honesty with reference to the content and the conduct of all examinations given.
- (d) Accord the student the academic freedom which the teacher rightfully asks for himself.

(e) Strive for honesty in individual efforts of his classroom procedure and constant exposition of truths.

3. The teacher should give just consideration for the individual aptitudes and social backgrounds of his students, and should not reveal the confidential needs, weaknesses, and failures of his students except in line of duty.

4. The teacher should not impart confidential or official information to his students.

5. The teacher should give impartial advice to students concerning the aims, views, and curriculum of the institution.

6. The teacher should promote a program of guidance for the preparation of students for the teaching profession, to continually strive for the selection of the best individuals for the profession, and to discourage the use of the teaching profession as a stepping stone to some other profession.

II. Relations of the teacher to his colleagues and his profession

1. The teacher should not transmit, as truths, any ideas, sentiments, etc., that fall into the category of rumors, —unless ample evidence is available to substantiate them.

2. The teacher should avoid indiscriminate criticism of his colleagues, predecessors, or successors.

3. The teacher should in no case indulge in unfair competition with his colleagues for position, rank, salary, or students.

4. The teacher should not interfere between another teacher and a student in matters such as discipline or marking, either directly or indirectly.

5. The teacher should not exploit his profession nor himself by personally-inspired press notices or advertisements or by other unprofessional means.

6. The teacher should develop complete co-operation in behalf of the objectives of his department and the institution at large.

7. The teacher should not only secure the best training possible in his field, but should continue to improve

(Continued on page 133)

Abstracts Of Unpublished Masters' Theses

Indiana State Teachers College 1940-1941

HARRIS, OPAL K. *A Comparative Study of the Children of the Seventh and Eighth grades of Deming School in Mental Ability, Social Studies, and Reading.* 46 pp. (No. 421)

PROBLEM. The problem undertaken was to determine the mental ability, achievement in reading, and achievement in social studies of seventh- and eighth-grade pupils of Deming School, Terre Haute, Indiana, for the purpose of making comparisons of the results obtained.

METHOD. The research method was used. The 198 pupils of the seventh and eighth grades were given the Pintner Intermediate Test, Form A, of the Pintner General Ability Tests, Verbal Series; the Paragraph Meaning and Word Meaning Tests, and the History and Civics Test of the New Stanford Achievement Test, Advanced Examination, Form V. Results in terms of chronological ages, mental ages, intelligence quotients, reading ages, and social studies ages were compared with norms and with each other. Three sets of correlations were made.

FINDINGS. All classes, except the 7B, were found to be immature chronologically. The 7B median chronological age was one month above its norm, while the median chronological ages of the other classes ranged from five months to one year below the norms.

The median mental age of each class was below the corresponding norm. The range below was from seven months to one year and four months.

The 8B median mental age was four months higher than its median chronological age. Median mental ages of the other three classes ranged

from six to ten months below their median chronological ages.

The median intelligence quotient for the entire group was 97. The median intelligence quotient of the 8B class was 103, the only one above 100. The other median intelligence quotients were as follows: 7B, 95; 7A, 96; and 8A, 98.

The entire number was grouped on the seven ability levels with the following results: 3 pupils or 1.5 per cent were on the genius level; 15 or 7.57 per cent were very superior; 23 or 11.62 per cent were superior; 87 or 43.94 per cent were normal or average; 35 or 17.68 per cent were dull; 27 or 13.64 per cent were borderline deficiency cases; and 8 or 4.04 per cent were definitely feeble-minded.

The 8B median reading age was two months above the norm. The median reading ages of the other classes were from eight to eleven months below the corresponding norms.

The 7B median reading age was four months below its median mental age. Median reading ages of the other classes were from five to ten months above the corresponding median mental ages.

The 8B median history and civics age was two months above the norm. Median history and civics ages for the other classes were from six months to one year and two months below the corresponding class norms.

The 7B median history and civics age equaled its median mental age. Median history and civics ages of the other classes were from two to ten months above the corresponding mental ages.

Very little difference was found

between median history and civics ages and median reading ages, but the former were equal to, or from one to three months above, the latter.

Coefficients of correlation with standard errors ranged as follows: for mental ages and reading ages, from $.80 \pm .0436$ to $.88 \pm .0434$; for mental ages and history and civics ages, from $.67 \pm .0068$ to $.69 \pm .0828$; and for history and civics ages and reading ages, from $.64 \pm .0937$ to $.78 \pm .0475$.

From the tests and comparisons, the 8B class was apparently the outstanding one of the four in the seventh and eighth grades tested.

..DAVIS, NOEL E. *A Study of the Bases of Athletic Awards in Representative Secondary Schools of the North-Central States.* 109 pp. (No. 422).

PROBLEM. The purpose of this study was to reveal the present practices of the rules and regulations that are in use in high schools governing the earning of athletic awards. The problem was divided as follows: (1) administrative principles; (2) types and characteristics of awards; (3) basic factors which determined the eligibility for the award; (4) status of the athletic and non-athletic award; and (5) the procedures for award presentation.

METHOD. The questionnaire method of research was used. The survey included the states of Indiana, Illinois, Ohio, Wisconsin, and Michigan. The schools were divided into four groups according to enrollment. A total of 400 questionnaires was mailed so that each state received 100 and each enrollment group eighty. The results were derived from the 245 replies received from the above mailing.

FINDINGS. Approximately 50 per cent of the schools do not have the requirements for earning athletic awards in written form. One-fifth used the athletic constitution.

The athletic board was not popular, being used by only 37 per cent of the schools. The board was chiefly a body for consultation and super-

vision. Forty-one persons were listed on the personnel, indicating the board to be a local concern and to be adapted to the needs of the local community.

Practically every high school participated in basketball and gave an award in the sport. Football was also popular.

The school letter was the dominant type of award. These letters varied greatly both as to size and method of distinction of the various sports. Two-thirds of the schools made some distinction of sport awards. The material and type of letter were standardized, the chenille block-type letter being dominant.

The specific service qualifications for awards were numerous. Basketball alone had eighty-two bases for selection: football, fifty-five; baseball, thirty-six; and track, thirty-two. The most popular method was some form of a small unit of time measure, such as the quarter or inning. A certain number of points earned in specific type meets was the general tendency in track. No single method of qualification was outstanding in any state or enrollment group.

One-half of the schools made leniencies for seniors while but 40 per cent had provisions for injuries or sicknesses.

The sweater award was confined to the state of Indiana and was used chiefly as a senior award.

Recognition of the services of the captain was not made in two-thirds of the schools. When used, the star award was most frequent.

About one-half of the schools used the letter for non-athletic activities. Band and music were most common. A distinction from the athletic award was prevalent.

Most schools presented the awards at either a special or a general assembly. The general practice was to grant them at the end of the term in which they were won.

DAVIS, HUBERT G. *A Rating of Graduate Training of Teachers in Allen County and Consensus of Opinion of City Superintendents and*

July, 1941

Principals in Indiana. 69 pp. (No. 423)

PROBLEM. This study had for its purpose to determine: (1) the fields or branches of work in which those teachers who had master's degrees received them; (2) in what fields those who were working toward master's degrees were planning to obtain their degree; (3) what fields of training were favored by educators; and (4) what effect different types of training had upon the ability and success of the teachers.

METHOD. The questionnaire and rating sheet method was used. Questionnaires were mailed to one hundred city superintendents and principals chosen at random over the state of Indiana. One hundred and fifteen rating sheets were given to the county superintendent of Allen County and the principals of the Fort Wayne city high schools. A questionnaire was then given to the 32 teachers who were working for master's degrees and 115 teachers who had their master's degrees. Data from the three types of sources were tabulated. Comparisons then were made between the rating sheets of the individual teachers who had master's degrees and the questionnaires filled out by those same teachers in which they had shown the results of teaching ability, success as affected by type of major pursued during the work for a master's degree, sex, and years of experience.

FINDINGS. A total of 96 superintendents and principals replied in answer to the questionnaire. Forty-two and seven-tenths per cent of them favored a major in education, while 57.3 per cent favored an academic major. Fifty per cent said that a major in education was more likely to improve teaching ability, while 50 per cent said that an academic major was more likely to improve teaching ability. Seventy and eight-tenths per cent favored a major in education to develop professional growth and leadership, while 29.2 per cent favored an academic major. Fifty-five and two-tenths per cent said that an academic major was needed to give adequate subject-mat-

ter preparation, while 44.8 per cent believed it was not needed. Forty-four and eight-tenths per cent said that an academic major made teaching too technical, while 55.2 per cent replied that it did not.

Fifty per cent of the teachers were working for master's degrees in education, and 50 per cent were working for degrees in an academic field. All of those who were working for degrees in education believed these degrees would help them in their teaching more than an academic major. All of those who were working for degrees in academic majors believed these degrees would help them in their teaching more than a major in education.

Forty-one and seven tenths per cent of the teachers who had their master's degrees received them in the field of education, while 58.3 per cent received them in the academic field. Ninety-three and seventy-five hundredths per cent of the teachers who had majors in education found them a help in their teaching, while 80.60 per cent of the teachers who had majors in the academic field found their majors a help to them in their teaching.

The actual ratings of the teachers who had master's degrees showed that by combining the number of teachers rated "good" and "excellent" on all eight factors in rating and comparing the teachers who had a major in education with those who had an academic major, those having majors in education were slightly better. The group having majors in education contained 74.2 per cent of the teachers rated "good" and "excellent" combined, while the academic group had 72.7 per cent of the group rated "good" and "excellent."

DENNING, THEODORE H. *A Rating of Graduate Training of Teachers in Southwestern Indiana and Consensus of Opinion of County Superintendents of All Indiana*. 72 pp. (No. 424).

PROBLEM. This study was undertaken with a threefold purpose: (1) to determine in what field or branch of work those teachers who now have master's degrees received them; (2)

in what field those who were working towards master's degrees planned to obtain them; and (3) what effect different types of training had upon the ability and success of the teachers.

METHOD. The questionnaire and rating sheet method was used. Questionnaires were mailed to all county superintendents in Indiana; 120 rating sheets were given out to county superintendents and city superintendents or principals who rated teachers with master's degrees; 120 questionnaires were sent to teachers with master's degrees who had been rated on the rating sheet; 105 questionnaires were sent to teachers working for master's degrees. Data from the three types of sources were tabulated. Comparisons were made between the rating sheets of teachers who had master's degrees and the questionnaires filled out by those same teachers in which they had shown the results of teaching ability and success as affected by type of major pursued during graduate work, sex, and years of experience.

FINDINGS. Ninety-one county superintendents replied. Of these 48.5 per cent of them favored a major in education, while 51.7 favored an academic major; 52.7 per cent said a major in education was more likely to improve teaching ability, while 47.5 per cent said an academic major was more likely to improve teaching ability; 79.1 per cent favored a major in education to develop professional growth and leadership, while 20.9 favored an academic major; 56 per cent favored an academic major to give adequate subject-matter preparation, while 44 per cent said it was not needed; 48.3 per cent said an academic major made teaching too technical, while 51 per cent replied it did not.

Forty-three and six-tenths per cent of the teachers were working for master's degrees in the field of education and 56.4 per cent were working for degrees in an academic field. All of those working for their degrees in education believed these degrees would help more than degrees in an academic field, and vice versa.

Fifty-two and five-tenths per cent of the teachers who had master's degrees received them in the field of education, while 47.5 per cent received them in the academic field; 98.4 per cent of the teachers who had majors in education found them a help in their teaching, while 82.2 per cent of the teachers who had academic majors found them a help in their teaching; 91.5 per cent of all male teachers found their master's major a help in their teaching, while only 89.4 per cent of the females found their master's major a help in their teaching.

The ratings of the teachers who had master's degrees showed that by combining the number of teachers rated "good" and "excellent" on all eight factors in rating and comparing the teachers who had a major in education with those who had an academic major, that not only were the teachers with a major in education equal to those with an academic major on knowledge of subject matter, but they were slightly better on all other factors of the rating sheet, except on utilization of progressive methods of teaching.

O'NEILL, SISTER MARGARET AGNES. *A History of Saint Mary-of-the-Woods College*. 196 pp. (No. 425.)

PROBLEM. It was the purpose of this study (1) to determine the contribution of Saint Mary-of-the-Woods College to the education of women; (2) to locate and collect available sources of information on the history of Saint Mary-of-the-Woods College; (3) to study, select, and arrange all data in their chronological order.

METHOD. The research method was followed in the study. Valid and reliable sources of information were used. A biography of Mother Theodore Guerin, together with her *Journals and Letters* supplied valuable information for the history of the foundation of the Sisters of Providence at Saint Mary-of-the-Woods. The college bulletins, files, and publications gave accurate and first hand information on the scholastic requirements and attainments. Personal in-

terviews were had with many who have been teaching in the college and with some who were members of the first college faculty.

FINDINGS. Saint Mary-of-the-Woods College has been successful in the thirty-one years of its existence. The institution was founded by Mother Theodore Guerin and her companions from France, who came to this country in 1840. Despite many difficulties a school for the higher education of women was established in 1841. A charter from the State of Indiana was obtained as early as 1846. The college, as it exists today, is accredited by the North Central Association of Colleges and Secondary Schools, and by other accrediting agencies.

Graduates of Saint Mary-of-the-Woods have been successful in many careers. The Alumnae Association and the various State Chapters bind the members in unity of mind and heart for the welfare of their Alma Mater.

Saint Mary-of-the-Woods College enjoys recognition and the approval of educators, as is shown in the letters of commendation that have been received. It is more than a college. It is a home where ideals of life are set before the students. They are surrounded by a spiritual atmosphere and they see in the consecrated lives of the Sisters of Providence, their teachers, that those ideals are practical and worth striving to attain.

ROBERTSON, LOUISE A. *A History of the Development of the Public Schools of Princeton, Indiana, 1812-1940*. 117 pp. (No. 426)

PROBLEM. It was the purpose of this study to trace step by step the history of the development of Princeton public schools from the time of their origin in 1812 to 1940.

METHOD. The research method was followed. Notes were made covering the files of the *Princeton Clarion-News* from 1846 to 1940 and the files of the records of *Princeton Public School Trustees* from 1888 to 1940. About fifty personal interviews were held with various older citizens of Princeton, Indiana. Notes were taken

from *Southwestern Indiana History Bulletins*, *Indiana Historical Society Bulletins*, and histories of Gibson County.

FINDINGS. The 128 year period of development of the public schools of Princeton, Indiana, has been remarkable. The history of the education in Princeton, Indiana, may be divided into three periods: the pre-seminary, 1812-1829; the seminary, 1820-1860; and the graded school, 1860 to 1940.

The first public school in Princeton was held in 1812 in a log house which stood on the south bank of Richmond Creek near Main Street. Adley Donald was the first teacher.

The Old Seminary was built in 1829. It was intended to be both a common school and a preparatory school for college. During this period there were several girls' schools and private schools. The Academy was built in 1855. In this school more subjects were taught and more talented teachers were hired.

Princeton was the sixth city in the state of Indiana to establish a high school. It was created in 1860. The first public high school was in 1871. The first graduating class was in 1872 from the three-year high school course.

The graded-school was started in 1860. The schools were divided into three departments: primary, intermediate, and academic.

In 1874, the first colored school was established for the children in the first eight grades. Later, a high school was built and the first graduating class from Lincoln was in 1906.

In 1898, a parochial school was created and has remained a part of St. Joseph's Church.

The curriculum has been enriched by adding manual training, home economics, physical education, sports, library, band, orchestra, safety, health, commercial subjects, guidance, etc.

The history of the development of the Princeton public schools can be best appreciated by a comparison of the two years 1872 and 1940. The system has grown from one with six teachers employed for a term of nine

months, to one of fifty-seven teachers employed for a term of nine months in 1940. There was one building in 1872 owned by the school city compared to the four large buildings of today.

The following facts show the progress of Indiana schools. By the census of 1850 Indiana had a high percentage of illiteracy; in fact, it was the most illiterate of all northern states, one out of seven adults being unable to read or write. By the 1930 census report 98.87 per cent of both white and colored children of ten years and older were able to read and write. Indiana now holds twenty-eighth place among states; however, the states are so close together on each point that very slight difference in the literacy statistics makes a considerable difference. This study shows that Princeton has done well her share in improving the education of Indiana.

LUCAS, ROY EVERETTE. *A Study of Current Texts in Geography and History for Grades Five and Six*. 315 pp. (No. 427)

PROBLEM. This study was made with a twofold purpose: (1) to determine the value of the present geography and history texts for the intermediate grades; and (2) to determine whether or not they meet the standards set up for this study.

METHOD. The research method was followed. Standards had to be set up that would meet the purpose for this study. It was necessary to determine, from reliable and scholarly sources, the most pertinent objectives for a program of social studies for the fifth and sixth grades. A large number of texts and courses of study treating such objectives were used as a basis for choosing the objectives for this study.

FINDINGS. It was found that a large amount of extraneous material had been added to the pertinent facts of both the geography and history texts chosen. This may be true since most of the authors are too far removed from personal contact with average boys and girls found in the fifth and sixth grades. As a result this subject

matter is above the ability of the average pupil, and as such belongs more naturally in the high school curriculum.

This subject matter was found to be unrelated, and the pupil will not have a historic-geographic mind, without which he cannot make a proper sort of contribution to the future welfare. There is the simple statement of a large number of unrelated facts in a larger number of concepts. Such material serves only to confuse and blind the pupil to the closely knit relation of history and geography. This material as now pretended cannot be taught intelligently nor understood and appreciated by the pupils in the fifth and sixth grades.

It was found that this material had been arranged solely for the purpose of developing the intellect, and it should not be belittled, but curriculums must recognize this fact, that for the most part, people are governed more by what they feel than by what they think. As a result this subject matter will not lead boys and girls into the formation of attitudes of understanding and appreciation.

These texts were found to be well organized as to chronological facts to be remembered, but poor for the formation of emotionalized attitudes.

The language and concepts of these texts have been so arranged that they are not adaptable to the child mind but are for adult minds.

This material as now arranged will not give the pupil the proper sort of pattern-response since it will not give the proper sort of motivation.

This material will not give pupils an understanding of the phenomena of social life. This understanding should be an outcome and not a primary objective.

There is no hint in this subject matter that history describes our geography while geography locates our history.

These texts are written as though history and geography were "independent entities." Geography and history should be presented to the pupils as interrelated and interdependent.

dent, since time and space are present entities.

It was found that these texts are entirely regional rather than topical. Since they are regional there are a multitude of concepts, dealing with the same subject, scattered throughout each of these texts.

The material as now presented is not psychologically arranged to meet the need of the pupils in the fifth and sixth grades, nor the objectives set up for this study.

BRIGGS, FRANK R. *A Handbook of Nervous Anatomy for Students of Education and Psychology*. 58 pp. (No. 428)

PROBLEM. This thesis was a problem in editing and makes no pretense of being a research study. It was done in the department of science under the division of physiology.

There is a need in the field of educational psychology for accurate material on human nervous anatomy which may be used by beginning students in that work. The literature in neurology and nervous anatomy is voluminous and scattered. Much of the more recent material is still in unpublished or periodical form. It is therefore unreasonable to expect that it can be readily understood by students on the undergraduate level.

It was the purpose of this collection to bring together and make available such neuro-anatomical essentials as are now deemed necessary to the formation of a sound psychological background for modern education.

PLAN. Following the introduction, the work is divided into eight chapters with the headings: The Neuron, The Spinal Cord, The Medulla, The Pons, The Midbrain, The Cerebellum, The Diencephalon, and The Cerebrum. A laboratory supplement for guiding the student in the study of gross and microscopic material concludes the edition.

There was no conscious attempt at oversimplification, although, naturally, the work is limited in scope. Only those essentials have been included which have a direct bearing on the study of human behavior. This has, of course, at times involved lay-

ing of an almost tedious background of fundamentals.

Most helpful feature to the potential student user of this handbook is the use of tables to present components of the cranial nerves and pathways of the principal nerve tracts.

WARNER, JACK R. *The Preparation and Use of a Series of Radio Scripts in Teaching the Novel to a Freshman Class*. 108 pp. (No. 429.)

PROBLEM. This study was undertaken as a technique in motivating a class of high-school freshmen to appreciate and enjoy the novel *David Copperfield* by preparing a series of radio scripts. It was further used as a technique in motivation by having a later class make use of these scripts in presenting them in the classroom.

METHOD. First, background material about Dickens, his life, and the time was supplied by the teacher and pupils. Then reading was begun, the pupils keeping in mind certain scenes that would satisfactorily yield themselves to incorporation into radio scripts. A rapid reading of the first quarter of the book was followed by a test which was used to determine the chairman of groups. Each group was then responsible for a script. It was decided to limit the number of scripts to six. Six chairmen were then appointed. These met with the instructor and determined what the divisions of the book should be. Each chairman then chose the section he desired to work with and commenced work with his group. A rapid reading of the entire novel was necessary before any script writing could be begun. Then instruction on radio script writing was given so that the scripts could be as nearly professional as possible. When the scripts were completed, they were turned in and filed.

The following semester these scripts were used as a means of motivating another class to read, appreciate, and enjoy the novel. After background material was presented, reading of the section of the novel covered by the first script was begun. Rapidly completed, it was followed by the presentation of the first script. The

participants were chosen from among volunteers. The script was very successful, and when volunteers were called for to present the second script, every pupil volunteered. About five readings aloud were completed before a script was presented. Microphone technique was used in order to stimulate enthusiasm and interest and to teach the pupils its use. The scripts were enthusiastically and carefully presented by the pupils.

FINDINGS. The findings were composed primarily of the scripts themselves. They show intelligent understanding of and appreciation for the novel *David Copperfield*. Some scenes were copied almost wholly from the text. Some were completely changed. Others were supplied from only suggestions given in the text. Conversations were supplied or changed. Suitable transitions had to be devised so that the scenes would follow each other smoothly and in an easily understood manner. The most successful scripts were those in which the characters best retained their Dickens flavor.

The pupils greatly enjoyed taking part in the scripts. Their interpretations showed a keen understanding of the parts they played. All agreed that the scripts made the novel more interesting and enjoyable.

WELCH, HELEN H. *A Report of the Algae of Vigo County, Indiana, and a Classified Record of All Indiana Algae as of 1940*. 87 pp. (No. 450)

PROBLEM. The purpose of this study was twofold: (1) the principal aim was to make a survey of the algae, excluding the diatoms, which occur in Vigo County, Indiana. (2) the writer felt the need for a complete and compact record of all the algae reported from Indiana up to the present time.

METHOD. The writer made a survey of Vigo County and endeavored to collect and determine algal groups from every swamp, stream, pool, pond, and ditch in the county. The algal material was placed in a vial of Transeau's Solution immediately upon its collection. These vials were

labeled as to location and date of collection and were taken to the laboratory, where the material was intensively examined under the microscope.

An intensive study was made of all previous reports pertaining to the algae of Indiana. These algal groups were classified into classes and orders. The writer made every attempt to include in this list every genus, species, variety, and form reported from Indiana up to and including this paper.

FINDINGS. The report of the algae of Vigo County, Indiana, lists nineteen genera, species, and varieties previously unreported from Indiana. This list is composed of one genus, *Radiofilum*, seventeen species, and one variety, *Anabaena oscillarioides* var. *stenospora* Born and Flah.

This section of the thesis also includes a systematic arrangement of thirty algal forms previously unreported from Vigo County. The arrangement is made up of one genus, *Radiofilum*, 28 species, and one variety, *Anabaena oscillarioides* var. *stenospora* Born and Flah.

The final chapter is a check list of all Indiana algae reported from that state up to and including this paper.

SCHAUWECKER, ARLETTA M. *History of Public School Music in Indiana*. 115 pp. (No. 451)

PROBLEM. This study was undertaken to find where, when, and by whom music was first taught in our state; to find when and under what conditions and by whom it was first introduced into the public schools; to find what textbooks were used and then to trace the development of music.

METHOD. The research method was used. Musical magazines, old music series textbooks, reports from various music teacher associations and conventions, superintendents' reports, county histories, newspapers, histories of education, and personal interviews afforded sources for material.

FINDINGS. The very first record that we have of music being taught in Indiana was in Vincennes in 1792.

In 1845, in Bluffton, music was taught by Mrs. R. H. Jackson.

Mr. M. Z. Tinker introduced music in Terre Haute in the school year of 1864-65, his salary depending upon the contributions from the pupils. He was hired by the school officials for the year 1865-66.

The first music teacher officially hired by a school board was Mr. George B. Loomis in 1864-65. He introduced music into the public schools of Indianapolis just twenty-seven years after it was first taught in the Boston schools by Lowell Mason who is regarded as the father of public school music. Mr. Loomis wrote the first public school music series books. He wrote them for his own use but teachers who began teaching music a little later found that they too were without books; therefore, his series was adopted for general use.

The fundamentals, note reading, syllable work, rhythm exercises, sight reading, ear training, written work, etc., were stressed more than the appreciation of music and were more desirous ends to be obtained than securing a love of music on the part of the pupils.

In 1896, Ft. Wayne had the best vocal work in the state and Richmond boasted of the most outstanding instrumental work.

The Victor Talking Machine Company was responsible for music appreciation in our schools.

Music memory contests played an important part in the music work in the 1920's.

Lists of all counties and the name of the music teacher, lists of counties and the cities or towns in which music was taught and by whom, and the counties together with the music texts used are given from 1893 to 1900. Analyses of the textbooks then used are made.

The study is not completed.

FOX, BLINN. *A Comparison of High School Principals' Estimates of Students Entering Indiana State Teachers College with the Superintendents' Estimates of the Same*

People After Graduation. 46 pp. (No. 432)

PROBLEM. Is there a relationship between the principals' rating of seniors and the superintendents' estimates of the same individuals some four or five years later, after one year of teaching experience? The determining and analyzing of such a relationship is the problem of this thesis.

METHOD. The data for the making of this study were found in the files of the placement bureau and the registrar's office in Indiana State Teachers College. The superintendents' estimates of personality and teaching qualities of the teachers were made on identical cards listing 22 traits to be checked A, B, C, D, or F.

The principals' scholastic and personality ratings of the high school seniors were made on a rating sheet listing 10 traits to be checked.

Four other factors were taken into consideration in this study. Two of them were the American Council on Education Psychological Test given to all entering students at Indiana State Teachers College, and the Iowa Placement English Training Test, also given to them. The other two factors that were taken into consideration in this study were the tests that were computed after the graduation of each student. These were made in his major field and in the field of education. These data were compiled for the fifty-seven cases studied in this research.

FINDINGS. To obtain scientific results it was necessary to co-ordinate the items used by the high school principals and the superintendents in their rating and estimating the cases.

1. A fairly high correlation was obtained between composites of the high school principals' and superintendents' estimates.

2. The high school principals rated the cases slightly higher than did the superintendents.

3. The American Council on Education Psychological Test and the Iowa Placement English Training Test given to the entering freshmen

at Indiana State Teachers College had very little relation to the teaching success of the individual four or five years later.

4. The major indexes and the educational indexes that were computed for the individual cases had very little relation to their teaching success.

5. The case studies revealed that the different factors considered in this study had very little relationship to their teaching success.

DERBY, JEANETTE. *A Study of the Compensation for Occupational Diseases in the Forty-eight States, the District of Columbia, and the Federal Government—Outlying Territories Excluded*. 121 pp. (No. 433)

PROBLEM. It was the purpose of this study: (1) to ascertain to what extent there exists compensation laws for occupational diseases in the several states and the federal government, outlying territories excluded; (2) then after having obtained such data to study the provisions of the laws on all major topics with which compensation acts deal; and (3) to make comparisons to determine which are good and where improvements in general may be made.

METHOD. In order to have the most authentic sources possible, requests for copies of the laws on the subject of compensation for occupational diseases were made of the departments of labor in each state and of the federal government. For some items of form and organization, the previous studies by the United States Department of Labor were consulted but for the latest information on essential facts the bulletins were used.

FINDINGS. That considerable progress has been made in the attempt to compensate for industrial diseases is evident. Just twenty-five years ago, August, 1915, there went into effect in California an amendment which permitted that state to pass an act compensating for occupational diseases. By January 1, 1940, twenty-three states, the District of Columbia, and the Federal Government had statutes on the question.

Geographically the states in the

North and East are well represented in the group that has acts, whereas the extreme South has none and the West, very few.

The first acts were not very liberal. They provided for the payment of much smaller sums for every item in the law: weekly rate, medical service, burial, minimum and maximum rates, and also shorter periods of time where time was an element.

Each law provided for expenditures for medical service, burial, and death; and disability in the following classifications: temporary partial, permanent partial, temporary total, permanent total.

In every case, a board administers the law but whether an employer is bound by the law is for him to choose in many states, but he must carry some kind of insurance to guarantee the payments.

Court decisions, both state and federal, have been very favorable to the payment of compensation for occupational diseases.

OVERHOLSER, C. DANIEL. *The Significance of the Comparison Factor in Measurement*. 80 pp. (No. 434)

PROBLEM. It was the purpose of this study to discover whether or not teachers possess a high degree of accuracy in the grading of the subjective type of examination paper. A number of studies, notably that of Starch and Elliot, tend to prove that teachers' marks are unreliable; this study like that of Shriner tends to prove that teachers' marks are reliable.

METHOD. The material used in this study was a set of 25 plane geometry examination papers from a sophomore class. This set of examination papers was graded and reported independently by 25 mathematics teachers throughout the state of Indiana. The mean grade for each paper was computed from the 25 grades assigned to it by the 25 teachers. Then each set of teachers' marks was correlated with the computed set of mean grades. Two sets of correlations were calculated for each teacher. One set was calculated from the Pearson product moment formula for

which percentage grades were used; the other set was calculated from the Spearman formula based on rank differences for which ranks were used.

FINDINGS. Since both sets of correlations compared favorably, only the set based on raw scores will be discussed here. All correlations were above 0.70, all except two were above 0.80, and all except five were above 0.90. With such high correlations, one must conclude that teachers can grade subjective tests with a high degree of accuracy.

Previous studies, using one student paper, showed a wide range of marks assigned to the same paper, and for this reason it was concluded that teachers are incapable of a high degree of accuracy in grading. This study shows high correlation even when the range between highest and lowest scores for each paper is as much as 52 points and in no case less than 21 points.

Since this study considers the normal grading scheme of a number of papers being graded together, it can be concluded that teachers use a factor of comparison in grading which makes their marks reliable. Perhaps they do not arrive at a standard grade for each paper, but they rank the papers by comparison as to the best, the intermediate, and the worst papers. In other words, teachers compare one paper with the others in the set previously marked so that the resulting marks correlate highly with other teachers' marks on the same papers.

LENHART, CHARMENZ. *The Need for and Compilation of a Handbook for Beginning Music Supervisors*. 196 pp. (No. 435).

PROBLEM. The purpose of this compilation was to present organized, practical material in one source-book to meet the needs of the beginning music supervisor. The study embraced three fields: (1) instrumental music; (2) vocal music; and (3) special teaching problems.

METHOD. Music materials were ordered "on approval" from various publishing companies and selected by

the writer on the basis of standards she set up, varying with the type of music and the adherence of materials to these standards. Other chapters were created and compiled from the few available source materials on this subject and the writer's personal contacts with them.

RESULTS. The handbook is comprised of twelve chapters: (1) Music Texts; (2) Group Method Books; (3) Special Method Books; (4) Band Music for all Occasions; (5) Orchestra Music for all Occasions; (6) Choral Music for all Occasions; (7) Instruments; (8) Instrumentation; (9) Rehearsal Pointers and Directing Hints; (10) Junior High School Music; (11) Grade School Music; (12) Miscellaneous.

Each chapter contains therein the material necessary to the fuller development of the subject. Every chapter has its own suggested bibliography, and the final chapter contains suggested readings for further professional use.

SHEW, SARAH R. *The School Journey as an Educational Device, and the Extent of Its Use in the Schools of Clinton Township, Vermillion County, Indiana.* 101 pp. (No. 436.)

PROBLEM. This study was undertaken to evaluate the school journey as an educational device and to report the extent to which it has been found to be an economical, social, and ethical method of teaching in Clinton Township, Vermillion County, Indiana.

METHOD. The research method was followed. Notes were taken on extended reading of the periodicals and publications relative to the study found in the Indiana State Teachers College library. The experiences which the writer has had in the schools of Clinton Township, Vermillion County, Indiana, have been recorded in this study.

FINDINGS. The school journey as an educational device has been found to be, in the words of C. F. Hoban as used in the thesis, "Of all types of visual aids, the school excursion is one of the most valuable and important." Socially it furnishes a co-

operative enterprise and a basis for a guidance program. It has been found to improve the imagery and give correct concepts, and gives a more sympathetic understanding of the industries upon which they are dependent.

FESSENDEN, FRANK. *A Study of the Methodology of Printing Education.* 206 pp. (No. 437)

PROBLEM. This study was undertaken with a threefold purpose: (1) to determine what methods of teaching as now used in the general field of industrial arts might be successfully applied to the teaching of printing; (2) to determine what additional and more specialized methods of teaching printing have been published by individual teachers in the leading magazines of the profession; and, (3) to discover in reading these magazines any practical hints, commonly referred to as "kinks" and "short-cuts" of the trade, that might prove helpful to beginning teachers or others who read the material.

METHOD. The library research method was followed. Notes were made covering 32 books, 129 magazines articles, four bulletins, and other material that has not been published. The notes were then studied and a plan of organization devised which was thought to be most helpful to the reader. Authors frequently held varying opinions, and in these instances all available views were presented with attention being called to the strong and weak points of all arguments. Little or no published material was found to cover some points that it was thought should be included in a study of this type. In such cases the author has inserted his own opinion in order that the point in question might be included in the study.

FINDINGS. In a study of this type and scope, an attempt to condense the findings into short paragraphs is rather futile. Each new magazine article and each new chapter of a book covered a different phase of the subject and represented to a certain extent a new finding.

It might be said, however, that al-

most all the methods of teaching as used in the general industrial arts were applicable *under certain conditions* to the teaching of printing. As was stressed throughout the study, though, no one of these in itself is sufficient to teach a class in printing. The teacher must study the methods and know when each is most advantageous.

The published material that related directly to the teaching of printing was found in much greater quantity than had been anticipated. It might be concluded from this that teachers of printing will be kept more up-to-date in their teaching if they are regular readers of the professional magazines.

McCAMMON, NORMAN B. *Vocational Rehabilitation for the Physically Disabled.* 94 pp. (No. 438.)

PROBLEM. This study was undertaken to show the services offered, the costs, and the results achieved by the Federal and State Vocational Rehabilitation Departments. It also was intended to serve as an aid for the guidance of the physically impaired by school officials.

METHOD. The information used in the discussion was taken from questionnaire results and federal and state bulletins. The federal program is discussed then 32 state programs of vocational rehabilitation are given in detail.

FINDINGS. A Federal Program of Vocational Rehabilitation for the Physically Disabled has been in effect since 1920. The Social Security Act of 1935 was passed to broaden the services of the program and to make it permanent. Assistance for the blind adults was provided by the Randolph Sheppard Act of 1936. State participation has increased from twelve in 1920 to the entire forty-eight states in 1939.

Services of the departments are tendered to adult citizens who are permanently disabled by disease, congenital defects, employment accident, and other accident. To be eligible for assistance the person must be vocationally disabled as well as physically disabled. The physical impair-

ment must prevent him from working at his best job prior to disability. Institutional, employment, trade, tutorial, and correspondence training, artificial appliances, physical restoration, maintenance, travel expense, medicine, social service, and placement were the kinds of assistance rendered by the departments. Institutional and employment training, artificial appliances, and physical restoration were the means most frequently employed. Placement service was rendered in every case. No person is considered rehabilitated until he actually succeeds on a job.

The average weekly wages after rehabilitation were about twenty dollars. The average age of the rehabilitants was about 30 years. It costs about three hundred dollars to rehabilitate each person. It was not possible to serve many eligible applicants because of lack of funds.

LEASOR, WATHEN D. *An Investigation on the Advisability of a Free Public Junior College in Parke County*. 67 pp. (No. 439)

PROBLEM. This study was undertaken with a two-fold purpose: (1) to determine if Parke County was financially able to support a free public junior college; (2) to determine if there was sufficient interest shown by prospective students for the institution to warrant its establishment.

METHOD. Two methods were used in this study. The first method used was the survey method in which recent literature was surveyed in order to establish a set of standards for the establishment of a free public junior college. Records in the court house were examined to find the financial condition of the school units in Parke County. The second method used was the questionnaire method in which questionnaires were sent to high school seniors and recent graduates.

After all the information was gathered and compiled, a comparison was made from data gathered in Parke County with the data included in the set of standards.

FINDINGS. Parke County can bond

itself for the necessary amount to install the educational unit, but federal assistance on the building program is advisable. The operating cost of the institution can be borne by a two-mill tax on the assessed valuation.

From the 205 seniors who were given the questionnaire, only 80 now plan to attend college, while 155 would attend if a free public junior college were located in the county. Sixty of the 80 who now plan to attend college would change to a free public junior college, and 95 of the 125 who do not plan to attend college would attend the new institution.

From the 60 graduates who were sent questionnaires, 30 returned them. Twenty-seven of this number said they probably would have attended a free public junior college in Parke County instead of what they were now doing. Only 25 per cent of the graduates of 1940 were sent questionnaires, so we can expect 108 of them to have attended the new institution.

Students from the two sources would give an expected enrollment of 265 by the beginning of the second year.

The State of Indiana does not allow free public schools above the senior year in high school. However, many city school systems in our state now allow free education for post-graduates.

WALLS, LILA. *A Study of the Social Philosophy of Some Contemporary Authors*. 111 pp. (No. 440.)

PROBLEM. The study was made for three reasons: first, to find out about the living conditions of the poor-white and migrant workers in certain areas in the United States; second, to investigate the conditions and solutions described in contemporary American fiction; and, third, to analyze the remedies tried out by these authors and to suggest further methods for helping these under-privileged classes.

METHOD. The study was made by historical research. About 60 books and 25 government pamphlets were

read. The history of the poor white was studied from the time of the settlement of Virginia and William Byrd's *History of the Dividing Line* until the present time. This class of people has furnished subject matter for fiction, history, and economics in every period of American literature. The migrant worker has evolved from the poor white. John Steinbeck has made the last contribution towards the solution of the migrant problem.

FINDINGS. The problem has become so vital that the Government of the United States and a number of State Governments are much concerned.

In Arkansas, Harry Hopkins worked out a Utopian plan. In Mississippi, Sherwood Eddy, Norman Thomas, and other great philanthropists have worked out a feasible solution.

The New Deal has helped in the Southern States and is planning further experiments.

California has done much to help her migrants because it is her particular problem. She has been very successful, but there is still need for greater improvement.

Most of our contemporary authors are sincere in their wishes to help these under-privileged classes and they appeal to every man for a realization of his responsibility for the lives of others.

WRIGHT, MARY A. *A General Survey of Home Influences Which Contribute to Mental Ill-Health in Children*. 46 pp. (No. 442)

PROBLEM. This study was undertaken to discover home influences that contribute to mental ill-health in children.

METHOD. A group of 173 students in the ninth grade of a high school in southwestern Indiana were studied. The data were secured by the questionnaire method. Students were instructed not to write their names on their papers, thus encouraging in all answers.

FINDINGS. The following paragraphs summarize the principal findings of the study

1. Thirty-five students, or 20 per

cent of the group, came from broken homes.

2. Sixty-five per cent of the group had the ordinary comforts of life, 20 per cent had luxuries, and the remaining 15 per cent had only bare necessities or less than bare necessities. However, these findings contradict the known fact that 40 per cent of the families were either on direct relief or the work relief program.

3. Fifty per cent of the parents of these students had only a grade-school education and 17 per cent did not finish grade school.

4. Six students were "only" children, while 18 families included in the family circle adults other than the immediate family.

5. Five students reported few friends.

6. Eleven per cent did not like high school and 12 per cent expected to quit at sixteen.

7. Twenty-nine students were permitted to spend seven nights a week outside the home; 16, as many nights as they wished, and 24 were permitted four or more nights out.

8. By far the greatest number of students spent leisure time in the homes of friends; but 14 boys spent leisure time in pool rooms.

9. Radio program preference other than music seemed to lean heavily to comedy, while radio music of the jazz and hillbilly type was predominant. Music of truly cultural type was greatly in the minority of choice.

10. Thirty-one per cent of the group attended movies twice a week while 37 per cent attended once in awhile.

11. Forty-nine per cent of the boys and 71 per cent of the girls reported hobbies of a wide variety.

12. Ten per cent seldom went to church or Sunday school and six per cent never went.

13. Twenty-four per cent of the boys and 17 per cent of the girls did not know even one of the Ten Commandments.

14. Fourteen per cent of the students admitted drinking; 35 per cent admitted swearing, and nearly seven per cent admitted stealing.

The study reveals the fact that the

influences of the majority of homes were conducive to good mental health, but that in many homes there were influences that contribute to mental ill-health.

PETERS, ALICE. *The Revolutionary Elements in Ibsen's Plays*. 71 pp. (No. 443)

PROBLEM. This study was undertaken with a two-fold purpose: first, to compare the theatre preceding Ibsen with that of Ibsen; and, second, to determine the innovations which Ibsen introduced both in dramatic form and content.

METHOD. The historic method was followed in the study. Ibsen's plays and plays of representative French dramatists were read or reviewed for the purpose of comparison. Studies of Ibsen and his plays and texts dealing with the development of the drama were examined. Notes were made on the subject matter and technical structure of the plays and on the changes occurring in those of Ibsen. References to his subsequent influence on the drama and to his disciples were also noted.

FINDINGS. The whole modern development in the theatre may be summed up in the innovations which Henrik Ibsen introduced both in subject matter and in dramatic form. In discarding most of the devices from the old French theatrical bag of tricks, Ibsen simplified and concentrated the external action, reduced the number of scenes, hushed the bustle on the stage, avoiding there deaths and violence, and abandoned the soliloquy. The habitual speech of the characters in the drama of Corneille and Racine is the alexandrine verse form. Ibsen made dialogue more natural by giving to every one of his characters the actual vocabulary which that character would use. The arbitrariness of incident and the frequency of coincidence, which are raised to the maximum in the dramas of Corneille and Jugal, are reduced to the minimum in Ibsen's realistic social dramas.

Ibsen created a theatre of social criticism and individual awakening, dealing in his plays with such soc-

iological problems as heredity, political corruption, marriage, divorce, inherited disease, excessive individualism, and the position of women in society. What differentiates his theatre from that of his predecessors is his emphasis on ideas. He would incorporate the concept of a moral truth in a series of situations, clothing the abstract in the concrete. Certainly Ibsen has exerted upon the stage productions of others, in ideas, subject matter, and technique an influence more potent than that of any save Shakespeare.

BRUNNER, MARY L. *A Proposed Program of Speech Improvement for Use in the Junior High School*. 159 pp. (No. 444).

PROBLEM. It is the purpose of this study to investigate the field of speech improvement more thoroughly and to plan a program along such lines as can readily be administered by the classroom teacher. The program is designed to meet the needs of the class as a whole rather than only those who are interested in the speech arts or those who need special work for the correction of defective speech.

METHOD. In order to prepare a program of greater reliability and more practical value, an actual junior high school class was observed for three hours daily over a period of three weeks, and each member of the class was individually interviewed to determine the number and types of his speech errors. The final results of these observations and interviews were correlated and analyzed. The results were discussed and used as a basis for the program of speech improvement. In this way the program was based directly upon the actual needs and abilities of the class. The general plan of procedure used in programs of speech correction and speech improvement already in use was carefully observed, but only such elements as fitted the needs of the class studied were in any way carried over into the new program.

FINDINGS. The procedures employed led to certain findings on which a program for speech improvement in the junior high school could be based. The program constituted the major

portion of the thesis. It was presented under four major headings as follows: Why We Need Good Speech, Why We Need to Be Heard, How We Can Be Understood, Using Your Speech More Effectively, and For the Teacher. The details of the program are too involved to be reported in this short digest.

ZELLER, ERNEST. *The Care of Physical Education Rooms and Locker Rooms and the Relation of These Rooms to Pupils of the Secondary School*. 90 pp. (No. 447).

PROBLEM. This study tried to show the relationship between the health practices and procedures prevailing in the physical education programs of the secondary schools and their relationship to the health of the pupil. Also, to point out the marked lack of uniformity concerning prevailing practices and procedures.

METHOD. In order to get data for this study, questionnaires were sent to 400 high schools in the states of Indiana and Illinois. The questionnaire was sent to the principal to be given to the teacher of physical education to fill out and return. Returns from 225 high schools were considered usable. A classification was made of these according to the school enrollment. This group classification of questionnaires divided the schools into six groups. The data were then transferred from the questionnaires to master sheets. From these master sheets tables were prepared for each topic heading showing the number and percentage in each group reporting on each topic and its items.

FINDINGS. From the reports of the 225 high schools of Indiana and Illinois, the writer draws the conclusion that there is a definite relationship pertaining to the organization of the physical education program of the school, the construction and care of physical education rooms and locker rooms, the facilities, the equipment, the teaching personnel, and the pupil.

There is a lack of carrying out and practicing definite national, state, and local objectives of the physical education programs and a definite need for future required physical educa-

tion which will involve accepted health practices.

This study showed a definite relationship between health practices and the health of the pupil.

This study indicated that the small school is facing many difficulties in carrying out its physical education program.

The effectiveness of the physical education program depends almost entirely upon the quality of the administrative and teaching personnel.

ELLIS, ARMENTRA J. *Guidance in the use of Leisure Time in One Hundred Ninety-Six Small Schools of Indiana*. 59 pp. (No. 448.)

PROBLEM. This study was conducted to find what emphasis small schools with no more than ten teachers and 200 pupils were putting on guidance for the wise use of leisure time. The writer also discovered what types of activities were employed and the extent to which they were contributing to leisure-time training.

METHOD. A questionnaire was formulated after a study of literature concerning leisure and the types of activities which were applicable to small schools. Questionnaires were sent to 251 schools, and 187 were returned. The writer made personal visits to nine schools making a total of 196 schools represented in this study.

FINDINGS. The important findings of this study may be listed under five major headings, e. g., recreation, music, handicraft and arts, nature activities, and social activities.

RECREATION. Basketball and baseball were the important playground games. Forty-four per cent of the schools reported that they had some kind of playground equipment. Only 14.5 per cent of the schools reported having suitable gymnasiums for recreational purposes. Supervision of games was emphasized in fewer than one-third of the 196 schools. Seventy per cent of the schools had some type of library, but nearly one-half of the schools had fewer than 200 books. About 80 per cent of the schools reported that they encouraged pupils

to read for pleasure. Motion pictures were just beginning to be introduced in a few of the schools.

MUSIC. Seventy-six per cent of the schools checked group singing, but only 15 per cent of the 196 schools emphasized it. The radio was a feature in 26 per cent of the schools; however, only nine per cent emphasized radio use. The phonograph was found in 19 per cent of the schools. Sixteen per cent of the schools reported orchestras, but only 10 per cent indicated that they had bands.

HANDICRAFT AND ARTS. Small schools did little about handicraft and art. The making of scrapbooks and sewing were the most important handicraft activities. Only about 20 per cent of the schools did embroidering and woodwork. Knitting, crocheting, soap carving, modeling, and weaving were practiced very little in these schools.

NATURE ACTIVITIES: Nature activities were not emphasized to any extent. Thirty-seven per cent of the schools checked field trips, but only 10 per cent emphasized them. Likewise only about 10 per cent of the schools emphasized nature collections. Flower and vegetable gardens were checked for 17 per cent of the schools, aquariums in 12 per cent, and camera clubs in four per cent of the 196 schools.

SOCIAL ACTIVITIES. About 70 per cent of the schools had programs of some kind. All-pupil participation sometime during the school's yearly or monthly activities was encouraged. About 40 per cent of the schools had parties, but only three per cent indicated that they had them frequently. Most schools supervised the parties. Clubs are not definitely a part of the small schools as only 79 of them had club organizations.

WILLIAMS, KENNETH E. *A Study of the Subject Offerings and Teaching Combinations of Three Hundred Forty-Seven Indiana High Schools*. 120 pp. (No. 450.)

PROBLEM. This study was undertaken with a two-fold purpose: first, to determine the subject offerings of a representative group of Indiana high schools with regard to teaching

load, availability to students, teacher employment, and adequacy of offering; and second, by compiling and analyzing the many teaching combinations of these high schools, determine the frequency of occurrence of all teaching combinations, especially with regard to size of school.

METHOD. The research method was followed in this study. Schedules of programs were obtained from 347, or 42.5 per cent, of the 819 Indiana secondary schools. This information was classified and transferred to a master sheet from which all information was later taken. The schools were classified into the following groups on basis of enrollment: 0-99, 100-199, 200-299, 300-399, 400-499, 500 and above.

FINDINGS. Although the subject offerings are greater in number in large schools than in small ones, the latter have a greater offering per pupil when the total number of classes is divided by the school enrollment.

The pupil-teacher ratio increases as the size of the school until an enrollment of 500 and above is reached. However, the teachers of smaller schools have more assigned classes and duties and teach in a greater number of departments.

Teachers in smaller schools should generalize rather than specialize in their training.

Most of the teachers in schools having an enrollment of 0-99 teach in three (almost four) departments. The number of teachers teaching in the other enrollment groups are: 100-199, three departments, 200-299, two departments; and 300 and above, one department.

The five most frequently occurring teaching combinations were, in order of frequency of occurrence, English and foreign language, physical education and social studies, mathematics and science, English and social studies, and physical education and science.

Subjects which are similar in content and interest are found most frequently in combination.

Teachers intending to teach in schools having an enrollment of less than three hundred should be pre-

pared and licensed to teach in at least three and preferably four departments.

The correction of most of these undesirable situation appears to be the task of the State Department of Public Instruction, its licensing division and the state teachers' colleges.

Report of Committee

(Continued from page 121)

his knowledge, understanding of student behavior, and teaching technique to the best of his abilities.

8. The teacher should strive for equality among his colleagues, that professionally teachers are all equal in the sense that recognition belongs to professional ability and not to high salaries, administrative position, age, or rank.

Suggestion: That all members of a given department have equal voice in all matters which affect the entire department or the individual members thereof.

Rumors to a large extent could be checkmated if the administration explained fully all doubtful matter to the faculty at large.

III. Relation of the teacher to the administration and the institution.

1. The teacher should not intrigue with administrative officials to enhance his own position or to injure that of a colleague.

2. The teacher should always recognize his responsibility to administrative officials unless their actions conflict with a higher loyalty with reference to which he makes himself clear. The teacher should never shirk committee duties or other similar responsibilities in addition to the regular teaching load.

3. The teacher should be loyal to the institution's curriculum, ideals, traditions, etc.

4. The teacher should expect to be governed by and loyally support the principles of tenure, promotion, demotion, and dismissal as formulated by the authorities of the institution, and in the absence of such a code, to press for it.

5. The teaching profession and the

administrative officials should recognize qualification as the sole determining factor in appointment and promotion. Therefore:

- (a) To fail to recommend a worthy teacher for another position either by teachers or administrators, because they do not wish to lose his services, is unethical.
- (b) To apply for another position for the sole purpose of forcing an increase in salary in present position, is unethical.
- (c) For school officials to refuse deserved salary increases until offers from other schools have forced them to do so, is unethical.
- (d) For administrators to grant increases to selected members of the teaching staff or to themselves, while others receive none, is unethical.

Suggestion: A generally-known salary scale, generally adhered to, promote satisfaction amongst a faculty.

Also, the co-operation between administration and the members of a given department in the selection of new members and departmental heads or chairmen promotes satisfaction within the department.

IV. Relation of the teacher to the non-academic world

1. The teacher should not undertake, for pay, extensive activities outside the institution.

2. The teacher should avoid sensational publicity by unbecoming speech or conduct.

3. The teacher should be non-committal in public on all controversial issues arising within the school.

4. The teacher should defend any member of his profession who is unjustly attacked.

5. It is the duty of the teacher to become familiar with educational procedure of state and local governing and regulative units and with proposed legislative acts, and to aid in the promotion of those measures which have the general approval of the profession.

Index of Authors

Volume XII

- Abell, Edward L., A Study of Discrepancies between Intelligence Test Scores and Scholarship Indexes, 14-16, 19 (September).
- Anderson, Hazel M., The Laboratory School of the Indiana State Teachers College, In the Area of a Recreational Program, 85-86 (March).
- Anderson, Irving H., Psychology and Methods of Teaching Reading, 22-23 (November).
- Anderson, Irving H., The Ophthalmograph and Betron-O-Scope Evaluated in the Light of Recent Research on the Psychology of Reading, 60-63 (January).
- Anonymous Female, Teaching in one's Home Town, 105 (May).
- Anonymous Male, Beginning a Teaching Career in a Large City, 104-105 (May).
- Betts, Emmett A., Developmental Deficiencies and Reading Disabilities, 37-44 (November).
- Bowsher, Wayne R., A Teacher's Life in a Military Academy, 102-105 (May).
- Briggs, Frank R., A Handbook of Nervous Anatomy for Students of Education and Psychology, (Abstract), 126 (July).
- Brunner, Mary L., A Proposed Program of Speech Improvement for Use in the Junior High School, (Abstract), 131-132 (July).
- Carle, Anna L., The Laboratory School of the Indiana State Teachers College, The Junior Red Cross, 84-85 (March).
- Clark, Meribah, The Laboratory School of the Indiana State Teachers College, The Student Advisory Council 85 (March).
- Crabb, A. L., Curtains for the Last Day, 117-118-119 (July).
- Davis, Dorothy M., Personality and Social Problems in Speech Development, 55-59, 72 (January).
- Davis, Hubert G., A Rating of Graduate Training of Teachers in Allen County and Consensus of Opinion of City Superintendents and Principals in Indiana, (Abstract), 123 (July).
- Davis, Noel E., A Study of the Bases of Athletic Awards in Representative Secondary Schools of the North-Central States, (Abstract), 122-123 (July).
- D'Enbeau, Eleanor, The Laboratory School of the Indiana State Teachers College, In the Area of Parent-Teacher Co-operation, 89-90 (March).
- Denning, Theodore H., A Rating of Graduate Training of Teachers in Southwestern Indiana and Consensus of Opinion of County Superintendents of All Indiana, (Abstract), 123-124 (July).
- Derby, Jeanette, A Study of the Compensation for Occupational Disease in the Forty-eight States, the District of Columbia and the Federal Government—Outlying Territories Excluded, (Abstract), 128 (July).
- Dunlap, Eleanor, The Laboratory School of the Indiana State Teachers College, In the Area of Extra Curriculum Activities, 81-83 (March).
- Dunlap, Eleanor, The Laboratory School of the Indiana State Teachers College, The Dean of Grls, 78-80 (March).
- Eberly, Lawrence E., Outline for a Course in Applied Piano, Harmony, History of Music, and Music Appreciation for High School Credit, 17-19 (September).
- Elder, Harry E., Charles Roll, David F. Johnson, Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College, 21, 133 (July).
- Ellis, Armentra J., Guidance in the Use of Leisure Times in One Hundred Ninety-Six Small Schools of Indiana, (Abstract), 132 (July).
- Fessenden, Frank, A Study of the Methodology of Printing Education, (Abstract), 129 (July).
- Fitzpatrick, Carrie, Mary Fread, Paul Wolf, The Laboratory School of the Indiana State Teachers College, In the Area of Health, 75-76 (March).
- Fox, Blinn, A Comparison of High School Principals' Estimates of Students Entering Indiana State Teachers College with the Superintendents' Estimates of the Same People After Graduation, (Abstract), 127-128 (July).
- Fread, Mary, Carrie Fitzpatrick, Paul Wolf, The Laboratory School of the Indiana State Teachers College, In the Area of Health, 75-76 (March).
- Froeschels, Emil, What Should the Classroom Teacher Know about Speech and Voice Impediments?, 32-36 (November).
- Hamm, Juanita, Commuting from the County Seat, 98-100 (May).
- Harris, Opal K., A Comparative Study of the Children of the Seventh and Eighth Grades of Deming School in Mental Ability, Social Studies, and Reading, (Abstract), 122 (July).
- Hester, Harriet H., Utilization of the Radio in the Classroom, 29-30 (November).
- Hochstetler, Ruth, Some Experiences of a Beginning Elementary-School Teacher, 96-97 (May).
- Hunter, Roy O., J. R. Shannon Superintendents' Attitudes Toward Free Textbooks in Indiana, 113-115 (May).
- Ives, Almon B., How Radio Can Vitalize the Language Program, 65-68, 72 (January).
- Ives, Almon B., The Language Arts in Society, 24-28 (November).
- Johnson, David, Harry E. Elder, Charles Roll, Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College, 121, 133 (July).
- Kime, Frieda, Other Thing that Happen in a School with an Undeclared Basketball Team, 105-107 (May).
- Krider, William M., Taking Pictures and Starting a Career in Stone City, 100-101 (May).
- Lacey, Joy M., Better Curricula for the Education of Teachers in the Elementary Schools, 45-48, 52 (January).
- Leasor, Wathen D., An Investigation on the Advisability of a Free Pub-

lic Junior College in Parke County. (Abstract), 130 (July).

Lenhart, Charmenz, The Need for and Compilation of a Handbook for Beginning Music Supervisors. (Abstract), 128-129 (July).

Lucas, Roy Everette, A Study of Current Texts in Geography and History for Grades Five and Six. (Abstract), 125-126 (July).

Masters, Lillian Decker, Creative Dramatics and Children's Theatre, 31-36 (November).

Masters, Robert W., What Can We Teach about Motion Picture Appreciation?, 64-71 (January).

McCammon, Norman B., Vocational Rehabilitation for the Physically Disabled. (Abstract), 129-130 (July).

McDaid, Frances, No Bluffing at Bluffton, 93-94 (May).

Newport, Richard, The Beginning Teacher of Mathematics, 97-98 (May).

O'Leary, V. C., A Stenographic Report of a Lesson in Physics, 107-110 (May).

O'Neill, Sister Margaret Agnes, A History of Saint Mary-of-the-Woods College. (Abstract), 124 (July).

Overholser, Daniel C., The Significance of the Comparison Factor in Measurement. (Abstract), 128 (July).

Pankaskie, Margaret, The Ideal Remedial Reading Program, 53-54, 72 (January).

Pankaskie, Margaret, The Laboratory School of the Indiana State Teachers College. In the Area of Clinical Study, 87-88 (March).

Peters, Alice, The Revolutionary Elements in Ibsen's Plays. (Abstract), 131 (July).

Robertson, Louise A., A History of the Development of the Public Schools of Princeton, Indiana, 1812-1940. (Abstract), 124-125 (July).

Roll, Charles, David F. Johnson, Harry E. Elder, Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College, 121-133 (July).

Sankey, Deneta, The Laboratory School of the Indiana State Teach-

ers College. In the Area of Music, 86-87 (March).

Schauwecker, Arletta M., History of Public School Music in Indiana. (Abstract), 127 (July).

Shannon, J. R. A., A Comparison of Teachers' Salaries in Indiana With Those of Comparable Governmental Employees and Other Workers, 1-13, 19 (September).

Shannon, J. R., Homogeneous Grouping and Pupil Attention in Junior High Schools, 49-52 (January).

Shannon, J. R., Roy O. Hunter, Superintendents' Attitudes Toward Free Textbooks in Indiana, 113-115 (May).

Shew, Sarah R., The School Journey as an Educational Device, and the Extent of Its Use in the Schools of Clinton Township, Vedmillion County, Indiana. (Abstract), 129 (July).

Smith, Stanley, Coaching and Teaching Commerce in a Township High School, 94-95 (May).

Stockdale, Mary Ellen, Profitable Experience in Prophetstown, 101-102 (May).

Strong, Orvel, The Laboratory School of the Indiana State Teachers College. The Dean of Boys, 80-81 (March).

Tilson, Lowell Mason, A Study of the Prognostic Value of the Tilson-Gretsch Test for Musical Aptitude, 110-112 (May).

Tirey, Ralph N., Ideals and Actions for the College Graduate, 120 (July).

Walls, Lela, A Study of the Social Philosophy of Some Contemporary Authors. (Abstract), 130 (July).

Warner, Jack R., The Preparation and Use of a Series of Radio Scripts in Teaching the Novel to a Freshman Class. (Abstract), 126 (July).

Welch, Helen H., A Beginning Teacher in a Junior College, 95-96 (May).

Welch, Helen H., A Report of the Algae of Vigo Countl, Indiana, and a Classified Record of All Indiana Algae as of 1940. (Abstract), 126-127 (July).

Williams, Kenneth E., A Study of the Subject Offerings and Teaching Combinations of Three Hundred Forty-Seven Indiana High Schools. (Abstract), 132-133 (July).

Williams, Lloyd L., The Laboratory School of the Indiana State Teachers College. In the Area of Safety, 73-74 (March).

Wolf, Paul, Mary Fread, Carrie Fitzpatrick, The Laboratory School of the Indiana State Teachers College. In the Area of Health, 75-76 (March).

Wright, Mary, A General Survey of Home Influences Which Contribute to Mental Ill-Health in Children. (Abstract), 130-131 (July).

Yager, Sylvan A., The Laboratory School of the Indiana State Teachers College. In the Area of Guidance, 76-78 (March).

Zeller, Ernest, The Care of Physical Education Rooms and Locker Rooms and the Relation of These Rooms to Pupils of the Secondary School. (Abstract), 132 (July).

Index of Titles

Volume XII

Algae: A Report of the Algae of Vigo County, Indiana and a Classified Record of All Indiana Algae as of 1940. (Abstract), Helen H. Welch, 126-127 (July).

Allen County: A Rating of Graduate Training of Teachers in Allen County and Consensus of Opinion of City Superintendents and Principals in Indiana. (Abstract), Hubert G. Davis, 123 (July).

Arts: The Language Arts in Society. Almon B. Ives, 24-28 (November).

Athletic Awards: A Study of the Bases of Athletic Awards in Representative Secondary Schools of the North-Central States. (Abstract), Noel E. Davis, 122-123 (July).

Basketball: Other Things that Happen in a school with an Undefeated Basketball Team, Frieda Kime, 105-107 (May).

Beginning Teacher: A Beginning

- Teacher in a Junior College, Helen A. Welch, 95-96 (May).
- Beginning Teacher: Beginning a Teaching Career in a Large City, An Anonymous Male, 104-105 (May).
- Beginning Teacher: Some Experiences of a Beginning Elementary-School Teacher, Ruth Hochstetler, 96-97 (May).
- Beginning Teacher: The Beginning Teacher of Mathematics, Richard Newport, 97-98 (May).
- Bluffton: No Bluffing at Bluffton, Frances McDaid, 93-94 (May).
- Clinical Study: The Laboratory School of the Indiana State Teachers College, In the Area of Clinical Study, Margaret Pankaskie, 87-88 (March).
- Coaching: Coaching and Teaching Commerce in a Township High School, Stanley Smith, 94-95 (May).
- Commuting: Commuting from the County Seat, Juanita Hamm, 98-100 (May).
- Course Outline: Outline for a Course in Applied Pianon, Harmony, Keyboard Harmony, History of Music, and Music Appreciation for High School Credit, Lawrence E. Eberly, 17-19 (September).
- Curtains: Curtains for the Last Day, A. L. Crabb, 117-118-119 (July).
- Dean of Boys: The Laboratory School of the Indiana State Teachers College, The Dean of Boys, Orvel Strong, 80-81 (March).
- Dean of Girls: The Laboratory School of the Indiana State Teachers College, The Dean of Girls, Eleanor Dunlap, 78-80 (March).
- Deming School: A Comparative Study of the Children of the Seventh and Eighth Grades of Deming School in Mental Ability, Social Studies, and Reading, (Abstract), Opal K. Harris, 122 (July).
- Discrepancies: A Study of Discrepancies between Intelligence Test Scores and Scholarship Indexes, Edward L. Abell, 14-16, 19 (September).
- Dramatics: Creative Dramatics and Children's Theatre, Lillian Decker Masters, 31-36 (November).
- Elementary Curricula: Better Curricula for the Education of Teachers in the Elementary Schools, Joy M. Lacey, 45-48, 52 (January).
- Extra Curriculum Activities: The Laboratory School of the Indiana State Teachers College, In the Area of Extra Curriculum Activities, Eleanor Dunlap, 81-85 (March).
- Guidance: Guidance in the Use of Leisure Time in One Hundred Ninety-Six Small Schools of Indiana, (Abstract), Armentra J. Ellis, 132 (July).
- Guidance: The Laboratory School of the Indiana State Teachers College, In the Area of Guidance, Sylvan A. Yager, 76-78 (March).
- Handbook: The Need for and Compilation of a Handbook for Beginning Music Supervisors, (Abstract), Charnenz Lenhart, 128-129 (July).
- Health: The Laboratory School of the Indiana State Teachers College, In the Area of Health, Carrie Fitzpatrick, Mary Fread, Paul Wolf, 75-76 (March).
- Home Influences: A General Survey of Home Influences Which Contribute to Mental Ill-Health in Children, (Abstract), Mary Wright, 130-131 (July).
- Home Town: Teaching in One's Home Town, An Anonymous Female, 105 (May).
- Homogeneous Grouping: Homogeneous Grouping and Pupil Attention in Junior High Schools, J. R. Shannon, 49-52 (January).
- Ibsen's Plays: The Revolutionary Elements in Ibsen's Plays, (Abstract), Alice Peters, 131 (July).
- Ideals: Ideals and Actions for the College Graduate, Ralph N. Tirry, 120 (July).
- Junior College: An Investigation on the Advisability of a Free Public Junior College in Parke County, (Abstract), Wathen D. Leasor, 130 (July).
- Junior Red Cross: The Laboratory School of the Indiana State Teachers College, The Junior Red Cross, Anna L. Carle, 84-85 (March).
- Measurement: The Significance of the Comparison Factor in Measurement, (Abstract), Daniel C. Overholser, 128 (July).
- Methods: Psychology and Methods of Teaching Reading, Irving H. Anderson, 22-25 (November).
- Military Academy: A Teacher's Life in a Military Academy, Wayne R. Bowsher, 102-105 (May).
- Motion Picture Appreciation: What Can We Teach about Motion Picture Apureciation, Robert W. Masters, 64-71 (January).
- Music: History of Public School Music in Indiana, (Abstract), Arletta M. Schauwecker, 127 (July).
- Music: The Laboatory School of the Indiana State Teachers College, In the Area of Music, Deneta Sankey, 86-87 (March).
- Musical Aptitude: A Study of the Prognostic Value of the Tilson-Gretsch Test for Musical Aptitude, Lowell Mason Tilson, 110-112 (May).
- Nervous Anatomy: A Handbook of Nervous Anatomy for Students of Education and Psychology, (Abstract), Frank R. Briggs, 126 (July).
- Occupational Diseases: A Study of the Compensation for Occupational Disease in the Forty-eight States, the District of Columbia and the Federal Government—Outlying Territories Excluded, (Abstract), Jeannette Derby, 128 (July).
- Parent-Teacher Co-operation: The Laboratory School of the Indiana State Teachers College, In the Area of Parent-Teacher Co-operation, Eleanor D'Enbeau, 89-90 (March).
- Personality in Speech: Personality and Social Problems in Speech Development, Dorothy M. Davis, 58-59, 72 (January).
- Philosophy: A Study of the Social Philosophy of Some Contemporary Authors, (Abstract), Lela Walls, 130 (July).
- Physical Education Rooms: The Care of Physical Education Rooms and Locker Rooms and the Relation of These Rooms to Pupils of the Secondary School, (Abstract), Ernest Zeller, 132 (July).
- Physics: A Stenographic Report of

a Lesson in Physics, V. C. O'Leary, 107-110 (May).

Princeton, Indiana: A History of the Development of the Public Schools of Princeton, Indiana, 1812-1940. (Abstract), Louise A. Robertson, 124-125 (July).

Principals' Estimates: A Comparison of High School Principals' Estimates of Students Entering Indiana State Teachers College with the Superintendents' Estimates of the Same People After Graduation. (Abstract), Blinn Fox, 127-128 (July).

Printing: A Study of the Methodology of Printing Education. (Abstract), Frank Fessenden, 129 (July).

Professional Ethics: Report of the Committee on Professional Ethics for the Faculty of Indiana State Teachers College, 121, 133 (July).

Prophetstown: Profitable Experience in Prophetstown, Mary Ellen Stockdale, 101-102 (May).

Radio: How Radio Can Vitalize the Language Program, Almon B. Ives, 65-68, 72 (January).

Radio: Utilization of the Radio in the Classroom, Harriet H. Hester, 29-30 (November).

Radio Scripts: The Preparation and Use of a Series of Radio Scripts in Teaching the Novel to a Freshman Class. (Abstract), Jack R. Warner, 126 (July).

Reading Disabilities: Developmental Deficiencies and Reading Disabilities, Emmett A. Betts, 37-44

(November).

Reading Program: The Ideal Remedial Reading Program, Margaret Pankaskie, 53-54, 72 (January).

Recreational Program: The Laboratory School of the Indiana State Teachers College, In the Area of a Recreational Program, Hazel M. Anderson, 85-86 (March).

Safety: The Laboratory School of the Indiana State Teachers College, In the Area of Safety, Lloyd L. Williams, 73-74 (March).

Saint Mary-of-the-Woods College: A History of Saint Mary-of-the-Woods College. (Abstract), Sister Margaret Agnes O'Neill, 124 (July).

Salaries: A Comparison of Teachers' Salaries in Indiana With Those of Comparable Governmental Employees and Other Workers J. R. Shannon, 1-13, 19 (September).

School Journeys: The School Journey as an Educational Device, and the Extent of Its Use in the Schools of Clinton Township, Vermillion County, Indiana. (Abstract), Sarah R. Shew, 129 (July).

Speech Improvement: A Proposed Program of Speech Improvement for Use in the Junior High School. (Abstract, Mary L. Brunner, 131-132 (July).

Speech and Voice: What should the Classroom Teacher Know about Speech and Voice Impediments? Emil Froeschels, 32-36 (November).

Stone City: Taking Pictures and

Starting a Career in Stone City, William M. Krider, 100-101 (May).

Student Council: The Laboratory School of the Indiana State Teachers College, The Student Advisory Council, Meribah Clark, 83 (March).

Teaching Combinations: A Study of the Subject Offerings and Teaching Combinations of Three Hundred Forty-Seven Indiana High Schools. (Abstract), Kenneth E. Williams, 132-133 (July).

Teacher Rating: A Rating of Graduate Training of Teachers in Southwestern Indiana and Consensus of Opinion of County Superintendents of All Indiana. (Abstract), Theodore H. Denning, 123-124 (July).

Textbooks: Superintendents' Attitudes Toward Free Textbooks in Indiana, J. R. Shannon, Roy O. Hunter, 113-115 (May).

Texts: A Study of Current Texts in Geography and History for Grades Five and Six. (Abstract), Roy Everette Lucas, 125-126 (July).

The Ophthalm-O-Graph and Metron-O-Scope: The Ophthalm-O-Graph and Metron-O-Scope Evaluated in the Light of Recent Research on the Psychology of Reading, Irving H. Anderson, 60-63 (January).

Vocational Rehabilitation: Vocational Rehabilitation for the Physically Disabled. (Abstract), Norman B. McCammon, 129-130 (July).

IT'S ROOTS ARE SUNK DEEP---



Like the great trees on its campus, which give its athletic teams the sobriquet of "Sycamores," the roots of INDIANA STATE TEACHERS COLLEGE are sunk deep in the state's fine educational system.

INDIANA STATE TEACHERS COLLEGE

FOUNDED IN 1870

